

## University of Groningen

### Individual learning accounts

Renkema, Albert Geert

**IMPORTANT NOTE:** You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

#### *Document Version*

Publisher's PDF, also known as Version of record

#### *Publication date:*

2006

[Link to publication in University of Groningen/UMCG research database](#)

#### *Citation for published version (APA):*

Renkema, A. G. (2006). *Individual learning accounts: a strategy for lifelong learning?* [Thesis fully internal (DIV), University of Groningen]. CINOP.

#### **Copyright**

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

#### **Take-down policy**

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

*Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.*

## List of References

- Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.
- Ajzen, I. & Driver, B. L. (1992). Application of the Theory of Planned Behavior to Leisure Choice. *Journal of Leisure and Research*, 24, 207-224.
- Ajzen, I. (2002). Perceived Behavioral Control, Self-efficacy, Locus of Control, and the Theory of Planned Behavior. *Journal of Applied Social Psychology*, 32, 665-683.
- Ajzen, I. & Madden, T. J. (1986). Prediction of goal-directed behavior: attitude, intentions, and perceived behavioral control. *Journal of Experimental Social Psychology*, 22, 453-474.
- Antikainen, A. (1998). Between structure and Subjectivity: Life-histories and lifelong learning. *International Review of Education*, 44, 215-234.
- Arbeidsinspectie (2001). *Najaarsrapportage CAO-afspraken 2001*. 's-Gravenhage: Arbeidsinspectie.
- Arbeidsinspectie (2004). *Najaarsrapportage CAO-afspraken 2004*. 's-Gravenhage: Arbeidsinspectie.
- AWOB (2000). *Projectvoorstel: Experiment Individuele Leerrekeningen in de Ouderenzorg (Verpleeg- en Verzorgingshuizen)*. Bunnik: Stichting Arbeidsmarkt-, Werkgelegenheids- en Opleidingsfonds Bejaardenoorden.
- Baitsch, C. & Frei, F. (1980). *Qualifizierung in der Arbeitstätigkeit*. Bern: Verlag Hans Huber.
- Bakker, M. R., De Vijlder, F. J., & Westerhuis, A. (2004). *Zin in de toekomst, loskomen van het verleden*. Amsterdam: Max Goote Kenniscentrum BVE.
- Bandura, A. (1977). Self-Efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 2, 191-215.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: W.H. Freeman and Company.
- Barley, S. R. (1996). Technicians in the Workplace: Ethnographic Evidence for Bringing Work into Organization Studies. *Administrative Science Quarterly*, 41, 404-444.

- Beder, H. (1990). Reasons for Nonparticipation in Adult Basic Education. *Adult Education Quarterly*, 40, 207-218.
- Beilsma, R. (2004). *Trends en Ontwikkelingen Branche: Technische installatiebranche 2004*. Woerden: MarktMonitor.
- Bergenhengouwen, G. J., Mooijman, E. A. M., & Tillema, H. H. (1999). *Strategisch Opleiden en Leren in Organisaties*. Deventer: Kluwer.
- Boerlijst, J. G. & Van der Heijden, B. I. J. M. (2002). Leeftijd diversiteit in Arbeidsorganisaties. In J. J. F. Schroots (Ed.), *Handboek Psychologie van de Volwassen Ontwikkeling & Veroudering*. Assen: Koninklijke van Gorcum.
- Bosley, S., El-Sawad, A., Hughes, D., Jackson, C., & Watts, A. G. (2001). *Guidance and Individual learning Accounts*. Derby: Centre for Guidance Studies, University of Derby.
- Bosselaar, H. (2002). Tien doelen van vraagsturing. In: H. Bosselaar, J. van der Wolk, K. Zwart, & H. Spies (Eds.), *Vraagsturing: de cliënt aan het roer in sociale zekerheid en zorg*. Utrecht: Jan van Arkel.
- Carré, Ph. (2000). From Intentional to Self-directed Learning. In: G. A. Straka (Ed.), *Conceptions of Self-Directed Learning. Theoretical and Conceptual Considerations*. Münster: Waxmann.
- Castells, M. (1996). *The Information Age: Economy, Society and Culture. Volume 1: The Rise of the Network Society*. Malden/Oxford: Blackwell Publishers.
- CBS (2004). *Kennis en Economie 2003: Onderzoek en innovatie in Nederland*. Utrecht: Centraal Bureau voor de Statistiek.
- Chisholm, L., Larson, A., & Mossoux, A. (2004). *Lifelong Learning: citizens' views in close-up*. Luxembourg: European Centre for the Development of Vocational Training.
- Clark-Carter, D. (1998). *Doing qualitative psychological research*. East-Sussex: Psychology Press.
- Courneya, K. S., Plotnikoff, R. C., Hotz, S. B., & Birkett, N. J. (2000). Social Support and the Theory of Planned Behavior in the Exercise Domain. *American Journal of Health Behavior*, 24, 300-308.
- De Korte, A. W., Dekker, B., Jansen, R. M., Van den Toren, J. P., Woertman, J. F. H., Brink, J. et al. (2002). *Rekenen op Persoonlijke Ontwikkeling: Opties bij de invoering van een Persoonlijke Ontwikkelingsrekening in Nederland*. Utrecht: Berenschot/PricewaterhouseCoopers.

- De Vijlder, F. (2002). Financiering van educatie in de toekomst. In: L. Sanou, C. Doets, & K. Visser (Eds.), *Educatie in perspectief*. 's-Hertogenbosch: CINOP.
- Doets, C. & Westerhuis, A. (2000). *Evaluatie WEB: Maatwerk voor Deelnemers?* 's-Hertogenbosch: CINOP.
- Doets, C., Schilder, D., & Westerhuis, A. (2002). *Dutch Report of Experiments with Individual Learning Accounts (2001-2002)*. 's-Hertogenbosch: CINOP.
- Doets, C. & Westerhuis, A. (2001). *Een leven lang leren: elementen voor een beleidsagenda*. 's-Hertogenbosch: CINOP.
- Douven, R., Mot, E., & Folmer, K. (2004). *CPB Document: Momentopname van de AWBZ, een analyse van de sterke en zwakke punten*. 's-Gravenhage: Centraal Planbureau.
- Duff, A. S. (2000). *Information Society Studies*. London/New York: Routledge.
- Eisenberger, R., Fasolo, P., & Davis-Lamastro, V. (1990). Perceived Organisational Support and Employee Diligence, Commitment and Innovation. *Journal of Applied Psychology*, 75, 51-59.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived Organisational Support. *Journal of Applied Psychology*, 71, 500-507.
- Eraut, M., Alderton, J., Cole, G., & Senker, P. (2000). Development of knowledge and skills at work. In: F. Coffield (Ed.), *Differing Visions of a Learning Society: research findings*. Bristol: The Policy Press.
- Eraut, M., Alderton, J., Cole, G., & Senker, P. (1998). Learning for other people at work. In F. Coffield (Ed.), *Learning at work*. Bristol: The Policy Press.
- European Commission (2000). *A Memorandum on Lifelong Learning*. Brussels: European Commission.
- European Commission (2001). *Making a European Area of Lifelong Learning reality: Communication from the Commission*. Brussels: European Commission.
- European Commission (2004). *Equal, free movement of good ideas: working against discrimination and inequality in Europe*. Luxembourg: European Commission.
- Feenstra, F. (2006) Terpstra: Koppel scholing aan ontslag. *Trouw*, 26-01-2006, 1.

- Fishbein, M. & Ajzen, I. (1980). *Understanding Attitudes and Predicting behavior*. Englewood Cliffs: Prentice Hall.
- Fryer, R. H. (1997). *Learning for the twenty-first century: First report of the national advisory group for continuing education and lifelong learning*. Sheffield: Department for Education and Skills.
- Geertsma, A., Westerhuis, A., Doets, C., Groenenberg, R., & Jansen, S. (2004). *Experimenting with Individual Learning Accounts: making up the balance*. 's-Hertogenbosch: CINOP.
- Giddens, A. (1984). *The constitution of society: Outline of the Theory of Structuration*. Cambridge: Polity Press.
- Glastra, F. & Meijers, F. (2000). Naar een grensoverschrijdende benadering van levenslang leren: competentieonderhoud en organisatievernieuwing in de informatie samenleving. In: F. Glastra & F. Meijers (Eds.), *Een Leven Lang leren? Competentieontwikkeling in de Informatiesamenleving*. 's-Gravenhage: Elsevier Bedrijfsinformatie.
- Gollwitzer, P. M. & G. B. Moskowitz (1996). Goal effects on Action and Cognition. In: E. Higgins & A. Kruglanski (Eds.), *Social psychology: Handbook of basic principles*. New York: Guilford Press.
- Greene, J., Carcelli, V. J., & Graham, W. F. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs. *Education Evaluation and Policy Analysis*, 11, 255-274.
- Grieves, J. (2003). *Strategic Human Resource Development*. London: Sage.
- Groenenberg, M. C. & Renkema, A. G. (2003). *Voortzetting Experimenten met Individuele Leerrekening: rapportage interviews*. 's-Hertogenbosch: CINOP.
- Hake, B. (2000). Deelname aan levenslang leren voor iedereen? In: F. Glastra & F. Meijers (Eds.), *Een Leven Lang Leren?* 's-Gravenhage: Elsevier Bedrijfsinformatie.
- Hake, B. & Van der Kamp, M. (2002). Lifelong Learning policies in the Netherlands: an analysis of policy narratives, instruments and measures. In: M. Ni Cheallaigh, C. Doets, B. Hake, & A. Westerhuis (Eds.), *Lifelong learning in the Netherlands. The extent to which vocational education and training policy is nurturing lifelong learning in the Netherlands*. Thessaloniki: Cedefop.
- Hake, B. (in press). Funding lifelong learning for older workers in the knowledge society. In: T. Tikkanen & B. Nyhan (Eds.), *Promoting lifelong learning for older workers – an international overview*. Thessaloniki: Cedefop.
- Hansson, R. O., Robson, S. M., & Limas, M. J. (2001). Stress and coping among older workers. *Work*, 17, 247-256.

- Hiemstra, R. (1992). Ageing and learning: an agenda for the future. In: A. C. Tuijnman & M. Van der Kamp (Eds.), *Learning Across the Lifespan. Theories, Research, Policies*. Oxford: Pergamon Press.
- Hirsh, W., Jackson, C., & Jackson, C. (1995). *Careers in organisations: Issues for the future*. Brighton: Institute for Employment Studies.
- Hodkinson, Ph. & Sparkes, A. C. (1995). Markets and Vouchers: the inadequacy of individualist policies for vocational education and training in England and Wales. *Education Policy*, 10, 189-207.
- Hoogervorst, J., Van der Flier, H., & Koopman, P. (2004). Implicit communication in organisations. The impact of culture, structure and management practices on employee behaviour. *Journal of Managerial Psychology*, 19, 288-311.
- Houtkoop, W. (2002). Participation in Lifelong Learning: two empirical studies. In: M. Ní Cheallaigh, C. Doets, B. Hake, & A. Westerhuis (Eds.), *Lifelong Learning in the Netherlands: the extent to which vocational education and training policy is nurturing lifelong learning in the Netherlands*. Luxembourg: Cedefop.
- Jansen, S. (2003). *Tax treatment: Comparison of tax treatment of post-initial learning activities in Austria, Finland and the Netherlands*. 's-Hertogenbosch: CINOP.
- Keep, E. (1997). "There's no such thing as society..." : some problems with an individual approach to creating a Learning Society. *Education Policy*, 12, 457-471.
- Kehr, H. M., Bles, P., & Von Rosenstiel, L. (1999). Self-regulation, self-control, and management training transfer. *Educational Research*, 31, 487-498.
- Kerlinger, F. N. (1969). *Foundations of Behavioral Research: Educational and Psychological Enquiry*. New York: Holt, Rinehart & Winston.
- Kidd, J. M. (1996). Career Planning within Work Organisations. In: A. G. Watts et al. (Ed.), *Rethinking careers education and guidance; theory, policy and practice*. London/New York: Routledge.
- Knowles, M. (1970). *The Modern Practice of Adult Education: Andragogy versus Pedagogy*. New York: Association Press.
- Knowles, M. (1984). *Andragogy in Action: Applying Modern Principle of Adult Learning*. San Francisco: Jossey-Bass.
- Lennerlöf, L. (1989). Learning at work: some basic findings. In: H. Leymann & H. Kornbluh (Eds.), *Socialization and Learning at Work*. Aldershot: Avebury.

- Lim, G. S. & Chan, A. (2003). Individual and situational correlates of motivation for skills upgrading: an empirical study. *Human Resource Development International*, 6, 219-242.
- Mark, M. M. M., Feller, I., & Button, S. B. (1997). Integrating Qualitative Methods in a Predominantly Quantitative Evaluation: A Case Study and Some Reflections. In J. Greene & V. J. Carcelli (Eds.), *Advances in Mixed-Method Evaluation: The Challenges and Benefits of Integrating Diverse Paradigms*. San Fransisco: Jossey-Bass.
- Marquié, J. C., Paumes Cau-Bareille, D., & Volkoff, S. (1998). *Working with age*. Bristol: Taylor & Francis.
- Maurer, T. J. (2001). Career-relevant learning and development, worker age and beliefs about self-efficacy for development. *Journal of Management*, 27, 123-140.
- Maurer, T. J. & Rafuse, N. E. (2001). Learning, not litigating: managing employee development and avoiding claims of age discrimination. *Academy of Management Executive*, 15, 110-121.
- Maurer, T. J. & Tarulli, B. A. (1994). Investigation of Perceived Environment, Perceived Outcome, and Person Variables in Relationship to Voluntary Development Activity by Employees. *Journal of Applied Psychology*, 79, 3-14.
- McGivney, V. (2001). *Fixing or changing pattern? Reflections on widening adult participation in learning*. Leicester: NIACE.
- MDW working group (2001). *Slagvaardig scholen*. 's-Gravenhage: MDW-werkgroep 'Doelmatigheid van de scholingsmarkt'.
- Meijers, F. & Teerling, L. (2002). *Succesvoorwaarden voor Persoonlijke Scholingsbudgetten*. Materiaal bij de Studiemiddag: 'Iedere werknemer zijn eigen scholingsbudget'. Utrecht: CINOP, OLC, Profiel Conferenties.
- Meijers, F. (2003). Scholing en vouchers: een stand van zaken. In: P. W. J. Schramade & J. G. L. Thijssen (Eds.), *Handboek Effectief Opleiden*. 's-Gravenhage: Delwel.
- Ministerie van Onderwijs, Cultuur & Wetenschap (1998). *Nationaal Actieprogramma 'Een Leven Lang Leren'*. 's-Gravenhage: Ministerie van OCW.
- Ministerie van Onderwijs, Cultuur & Wetenschap (2000). Regeling Experimenten Individuele Leerrekening. *Uitleg Gele Katern*, 37-41.
- Ministerie van Onderwijs, Cultuur & Wetenschap (2001). *Grenzeloos leren. Een verkenning naar onderwijs en onderzoek in 2010*. Zoetermeer: Ministerie van OCW.

- Ministerie van Onderwijs, Cultuur & Wetenschap (2002a). *Beleidsagenda Leven Lang Leren*. 's-Gravenhage: Ministerie van OCW.
- Ministerie van Onderwijs, Cultuur & Wetenschap (2002b). Regeling Voortzetting Experimenten Individuele Leerrekening. *Uitleg Gele Katern*, 43-48.
- Ministerie van Sociale Zaken & Werkgelegenheid (2003). *Nationaal Actieplan Werkgelegenheid*. 's-Gravenhage: Ministerie van SZW.
- Ministerie van Volksgezondheid, Welzijn en Sport (1999). *Zicht op Zorg: plan van aanpak modernisering AWBZ*. 's-Gravenhage: Ministerie van VWS.
- Mintzberg, H. (1983). *Structure in fives: designing effective organizations*. Englewood Cliffs: Prentice Hall.
- Mintzberg, H. (1994). *The Rise and Fall of Strategic Planning*. New York: Prentice Hall.
- Nederlands Economisch Instituut (2000). *Vrijbaan voor zorg en educatie; eerste evaluatie van de Wet Financiering Loopbaanonderbreking*. 's-Gravenhage: Elseviers Bedrijfsinformatie.
- Noe, R. A., Noe, A. W., & Bachhuber, J. A. (1990). Correlates of Career Motivation. *Journal of Vocational Behavior*, 37, 340-356.
- OECD (1975). *Adult Education and Training in the Netherlands*. Paris: OECD.
- OECD (2001). *Economics and Finance of Lifelong Learning*. Paris: OECD.
- OECD (2003a). *Beyond Rhetoric: Adult learning Policies and Practices* Paris: OECD.
- OECD (2003b). *Mechanisms for the Co-finance of Lifelong Learning*. Second International Seminar: Taking Stock of Experience with Co-finance Mechanisms. London: OECD.
- OECD & Statistics Canada (1995). *Literacy, Economy and Society*. Paris: OECD.
- Onderwijsraad (2001). *De markt meester? Verkenning*. 's-Gravenhage: Onderwijsraad.
- Onstenk, J. (1997). *Lerend leren werken*. Delft: Eburon.
- Onstenk, J. (2000). Kan de werkplek een krachtige leeromgeving zijn? In F. Glastra & F. Meijers (Eds.), *Een Leven Lang Leren?* 's-Gravenhage: Elsevier Bedrijfsinformatie.



- Onstenk, J. (1992). Skills needed in the workplace. In: A. Tuijnman & M. Van der Kamp (Eds.), *Learning Across the lifespan: Theories, Research, Policies*. Oxford: Pergamon Press.
- Osgood, C. E., Suci, G. J., & Tannebaum, P. H. (1957). *The measurement of meaning*. Urbana: University of Illinois Press.
- Payne, J. (2000). The contribution of Individual Learning Accounts to the Lifelong Learning Policies of the UK Government: a case study. *Studies in the Education of Adults*, 32, 257-275.
- Prestholdt, P. H., Lane, I. M., & Mathews, R. C. (1987). Nurse Turnover as Reasoned Action: Development of a Process Model. *Journal of Applied Psychology*, 72, 221-227.
- Quigley, B. A. & Arrowsmith, S. (1997). The Non-participation of Undereducated Adults. In: P. Bélanger & A. Tuijnman (Eds.), *New patterns of adult learning: A six-country comparative study*. Oxford: Pergamon.
- Quinn, J. B. (1992). The intelligent enterprise a new paradigm. *Academy of Management Executive*, 6, 48-63.
- Renkema, A. (2002). *Dutch Government Policy and Instruments for Co-financing Lifelong Learning by Government and Employers*. 's-Hertogenbosch: CINOP.
- Rhodes, R. & Courneya, K. S. (2003). Investigating multiple components of attitude, subjective norm, and perceived control: An examination of the theory of planned behaviour in the exercise domain. *British Journal of Social Psychology*, 42, 129-146.
- Rhodes, R. E., Jones, L. W., & Courneya, K. S. (2002). Extending the Theory of Planned Behavior in the Exercise Domain: A comparison of Social Support and Subjective Norm. *Research Quarterly for Exercise and Sport*, 73, 193-199.
- Robertson, R. & Cummings, R. (2002). *International Literature review of Attitudes to Learning in VET*. Perth: Murdoch University.
- ROI Achterhoek Rivierenland & Batouwe (2001). *Rapportage Vrijhavenproject Installatietechniekbranche*. Arnhem: Batouwe Opleidingen.
- ROI Utrecht & ROC ASA (2002). *Projectplan Vrijhavenproject ROI Utrecht: Ruimere Marges*. Utrecht: ROI Utrecht.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A Systematic Approach*. Thousand Oaks: Sage.

- Rubenson, K. & Xu, G. (1997). Barriers to participation in Adult Education and Training: Towards a New Understanding. In P. Bélanger & A. Tuijnman, *New patterns of adult learning: A six-country comparative study*. Oxford: Pentagon.
- Rye, B. J., Fisher, W. A., & Fisher, J. D. (2001). The Theory of Planned Behavior and Safer Sex Behaviors of Gay Men. *AIDS and Behavior*, 5, 307-317.
- Sanou, L. (2002). Begeleiding essentieel om werknemers aan het leren te krijgen. *Profiel*, 11, 18-20.
- Schein, E. H. (1999). *The Corporate Culture Survival Guide: Sense and Nonsense About Culture Change*. San Francisco: Jossey-Bass.
- Schuller, T. & Field, J. (1998). Social capital, human capital and the learning society. *International Journal of Lifelong Education*, 17, 226-235.
- Sectorfondsen Zorg en Welzijn (2002). *Projectplan: Experiment Individuele Leerrekeningen in de Ouderenzorg (Verpleeg- en Verzorgingshuizen)*. Utrecht: Sectorfondsen Zorg en Welzijn.
- SER (2002). *Het Nieuwe leren: Advies*. 's-Gravenhage: SER.
- Sierksma, R. (1990). *Toezicht en taak. Arbeidsbeheer tussen utilitarisme en pragmatisme*. 's-Gravenhage: SUA.
- Simons, P. R. J. (1990). Leren in een lerende organisatie. In: C. Aarnoutse & M. Voeten (Eds.), *Gaat en Onderwijst. Liber amicorum voor dr M.J.C. Mommers*. Tilburg: Zwijssen.
- Smith, J. & Spurling, A. (1997). *Individual Lifelong Learning Accounts: towards a learning revolution*. Leicester: NIACE.
- Smith, J. & Spurling, A. (2001). *Understanding Motivation for Lifelong Learning*. Leicester: NIACE.
- Sprengers, M., Van Ooij, W., & Beilsma, R. (2002). *Arbeidsmarkt Installatietechniek 2002-2003*. Woerden: Marktmonitor.
- Steg, L. & Kalfs, N. (2000). *Altijd weer die auto! Sociaal- en gedragswetenschappelijk onderzoek en het verkeers- en vervoerbeleid*. 's-Gravenhage: Sociaal Cultureel Planbureau.
- Stichting van de Arbeid (2001). *Werk maken van employabilitybeleid*. 's-Gravenhage: Stichting van de Arbeid.

- Thijssen, J. (1992). A model for Adult training in Flexible Organizations: Towards an Experience Concentration Theory. *Journal of European Industrial Training*, 16, 5-15.
- Thursfield, D., Smith, V., Holden, R., & Hamblett, J. (2002). Individual Learning Accounts: honourable intentions, ignoble utility? *Research in Post-Compulsory Education*, 7, 133-146.
- Tuijnman, A. (1991). Lifelong Education: a test of the accumulation hypothesis. *International Journal of Lifelong Education*, 10, 275-285.
- Unesco (1996). *Learning: The treasure within*. Paris: Unesco.
- Valentine, T. & Darkenwald, G. G. (1990). Deterrents to Participation in Adult Education: Profiles of potential learners. *Adult Education Quarterly*, 41, 29-42.
- Van Damme, D. (2000). Leren Overleven. Strategieën, risico's en basiscompetenties in de transformatie naar een leven lang lerende samenleving. In: F. Glastra & F. Meijers (Eds.), *Een leven lang leren?* 's-Gravenhage: Elsevier Bedrijfsinformatie.
- Van den Berg, N., Meijers, F., & Sprengers, M. (2005). Opleidingsfondsen als lerende organisaties: van egaliseren naar ontwikkelen. *Tijdschrift voor Arbeidsvraagstukken*, 21, 180-195.
- Van der Heijden, B. (2004). Leeftijdsstereotypering in Competentiebeoordelingen. *Opleiding & Ontwikkeling*, 17, 23-29.
- Van der Hoeven-Van Doornum, A. A. & Simons, P. R. J. (1994). *Transfervermogen en Instructie*. Nijmegen: ITS.
- Van der Kamp, M. & Scheeren, J. (1997). New Trajectories of Learning Across the Lifespan. In: P. Bélanger & A. Tuijnman (Eds.), *New Patterns of Adult Learning: A Six-Country Comparative Study*. Oxford: Pergamon.
- Van der Kamp, M. (1997). Dissertatie besproken, een transformatie van de ontwerpmethodologie. *BBO-Bulletin*, 5, 7-9.
- Van der Kamp, M. (2000). Is een leven lang leren mogelijk? In: F. Glastra & F. Meijers (Eds.), *Een Leven Lang Leren?* 's-Gravenhage: Elsevier Bedrijfsinformatie.
- Van der Krogt, F. J. (1991). Aansluitingsstrategieën en opleidingsactiviteiten in verschillende organisatietypen. *Tijdschrift voor Arbeidsvraagstukken*, 7, 3-15.

- Van der Waals, J., Kessels, J., & Euwema, M. (2002). *Towards employee-driven HRD*. Paper presented at the 'Third conference on human resource development research and practice across Europe: Creativity and innovation in learning', Edinburgh.
- Van der Zee, H. J. M. (1997). *Facilitaire praktijken en de transformatie van het arbeidsbestel*. Leiden: Rijksuniversiteit Leiden.
- Van Essen, G., Josten, E., Meihuizen, H., Oosterhuis, J., & De Voogd-Hamelink, M. (2003). *Tendrapport Vraag naar arbeid in zorg en welzijn 2002*. Tilburg: Organisatie voor Strategisch Arbeidsmarktonderzoek.
- Van Ooij, W. (2004). *Trends en Ontwikkelingen Onderwijs en Opleidingen. Technische Installatiebranche 2004*. Woerden: MarktMonitor.
- Wagner, P. (1994). *A sociology of modernity: Liberty and discipline*. London/New York: Routledge.
- Walton, J. (1999). *Strategic Human Resource Development*. Harlow: Financial Times/Prentice Hall.
- Waterreus, J. M. (1999). *Belastingfaciliteiten voor onderwijs en scholing*. Amsterdam: Max Goote Kenniscentrum BVE.
- Waterreus, J. M. (2002). *O&O-fondsen op herhaling*. Amsterdam: Max Goote Kenniscentrum BVE.
- Wenger, E. (1998). *Communities of Practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.
- Westerhuis, A. (2002). Impact of lifelong learning in regular VET curricula. In: M. Ní Cheallaigh, C. Doets, B. Hake, & A. Westerhuis (Eds.), *Lifelong Learning in the Netherlands: the extent to which vocational education and training policy is nurturing lifelong learning policy in the Netherlands*. Luxembourg: Cedefop.
- Wiethoff, C. (2004). Motivation to Learn and Diversity Training: Application of the Theory of Planned Behavior. *Human Resource Development Quarterly*, 15, 263-278.
- Williamson, A. (2000). Gender issues in older adults' participation in learning: viewpoints and experiences of learners in the University of the Third Age (U3A). *Educational Gerontology*, 26, 49-66.
- Yeatts, D. E., Folts, W. E., & Knapp, J. (2000). Older workers' adaptation to a changing workplace: employment issues for the 21st century. *Educational Gerontology*, 26, 565-582.

*For appendices, please contact the author: a.g.renkema@rug.nl*

